

WRITING LEVEL 1										
1.05	<b>Conveys a simple idea, opinion, factual information or message in writing</b>									
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY							
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising	P – Prompting A – Advice I – Independent						
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. P /A or I						
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION						
<b>Range</b>	– Writes two short, simple text types, e.g. a form with basic personal details or a simple personal story									
<b>Audience and purpose</b>	– Shows some recognition that texts have different purposes									
<b>Structure and cohesion</b>	– Writes short texts with simple structures									
	– Demonstrates a very limited understanding of sequence									
<b>Register</b>										
<b>Plan, draft, proof and review</b>	– Begins to check writing by re-reading and makes some corrections with guidance, e.g. capital letters and full stops									

WRITING LEVEL 1									
1.06	<b>Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text</b>								
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY						
Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising	P – Prompting A – Advice I – Independent					
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. P/A or I					
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION					
<b>Vocabulary</b>	– Uses a small bank of individual words and phrases or word lists related to giving personal details or meeting survival needs. May be memorised or formulaic								
<b>Grammar</b>	– Uses basic structures and limited verb tenses								
<b>Punctuation</b>	– Uses basic punctuation (e.g. capital letters and full stops), but this may be inconsistent								
<b>Spelling</b>	– Approximates spelling, with inconsistencies and variations apparent								
<b>Legibility</b>	– Writes mostly legible script. May prefer to print rather than write in cursive script, with lack of consistency likely between printed and cursive letters, and upper and lower case								

WRITING LEVEL 2

2.05	<b>Conveys intended meaning on familiar topics for a limited range of purposes and audiences</b>									
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY							
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps  Processes include identifying, simple interpreting, simple sequencing	R - Requested I – Independent						
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e.R or I						
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION						
<b>Range</b>	<ul style="list-style-type: none"> <li>Creates at least two text types, e.g. a personal history, a recipe or an email message</li> <li>Focuses on topics relevant to personal needs and interests</li> <li>Writes at least one paragraph (prose text)</li> <li>Writes factual or personal information using notes or dot point lists</li> </ul>									
<b>Audience and purpose</b>	<ul style="list-style-type: none"> <li>Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose</li> <li>Makes some connections between own knowledge and experience and the ideas, events and information in written texts</li> </ul>									
<b>Structure and cohesion</b>	<ul style="list-style-type: none"> <li>Recognises that texts have a structure, e.g. beginning, middle and end</li> <li>Begins to sequence writing with some attention to organising principles of time and importance</li> </ul>									
<b>Register</b>	<ul style="list-style-type: none"> <li>Recognises some differences between the formal and informal registers of familiar written texts</li> </ul>									
<b>Plan, draft, proof and review</b>	<ul style="list-style-type: none"> <li>Begins to plan writing, using strategies such as listing to organise information</li> <li>Begins to review writing, incorporating teacher/mentor comments into the drafting process</li> </ul>									

WRITING LEVEL 2									
2.06	<b>Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types</b>								
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY						
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps  Processes include identifying, simple interpreting, simple sequencing	R - Requested I – Independent					
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. R or I					
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION					
<b>Vocabulary</b>	– Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance								
<b>Grammar</b>	– Uses action words and simple verb tenses in sentences of one or two clauses								
	– Uses adjectives, pronouns and prepositions to describe people, places, things and events								
	– Uses simple cohesive devices such as <i>and, but, then</i>								
	– Uses time/location markers such as <i>first, then, yesterday, in, at</i>								
<b>Punctuation</b>	– Uses basic punctuation, e.g. capital letters, full stops and commas								
<b>Spelling</b>	– Attempts spelling by using familiar letter patterns, including phonic letter patterns, common stems, suffixes and prefixes								
	– Uses a spellchecker with support								
	– Refers to a dictionary to check spelling or vocabulary choices								
	– Shows some variation in spelling that does not interfere with the overall meaning								
<b>Legibility</b>	– Writes legible script								
	– Consistently uses upper or lower case, and print or cursive script								

WRITING LEVEL 3										
3.05	<b>Communicates relationships between ideas and information in a style appropriate to audience and purpose</b>									
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY							
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting	I – Independent U – Uses own support resources						
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. I & U						
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION						
<b>Range</b>	– Produces a range of text types (familiar and some unfamiliar), with appropriate structures									
<b>Audience and purpose</b>	– Demonstrates the need to vary written language to meet requirements of the audience and purpose									
	– Chooses appropriate text type to communicate relevant information and/or ideas effectively, e.g. a memo, dialogue or a poem									
	– Begins to use writing as a tool for identifying issues and generating new ideas									
<b>Structure and cohesion</b>	– Sequences writing to produce cohesive text									
	– Interrelates ideas and information and some support material when writing about familiar topics									
	– Uses layout consistent with text type									
<b>Register</b>	– Demonstrates an understanding of a range of formal and informal registers									
<b>Plan, draft, proof and review</b>	– Uses basic models to produce a range of text types, although may handle some more easily than others									
	– Uses the process of planning, drafting and proofreading									
	– Self corrects own writing to check for consistency and accuracy									

WRITING LEVEL 3										
3.06	<b>Selects vocabulary, grammatical structures and conventions appropriate to the text</b>									
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY							
Works independently and uses own familiar support resources	Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts	Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary	Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting	I – Independent U – Uses own support resources						
DOMAIN OF COMMUNICATION:				SUPPORT REQUIRED per TASK i.e. I / U						
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:			EACH SESSION						
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>– Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available</li> <li>– Uses vocabulary with increasing precision to show how words carry particular shades of meaning</li> <li>– Uses an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank</li> <li>– Uses some familiar acronyms</li> <li>– Where appropriate to task or context, uses some common idioms</li> </ul>									
<b>Grammar</b>	<ul style="list-style-type: none"> <li>– Uses introductory phrases which indicate that an opinion, or a fact, is being offered</li> <li>– Uses some complex and compound sentences</li> <li>– Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints</li> <li>– Uses dependent clauses introduced by words such as <i>although, when, if, while</i></li> <li>– Uses a range of tenses</li> </ul>									
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>– Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks</li> </ul>									
<b>Spelling</b>	<ul style="list-style-type: none"> <li>– Uses a spell checker with increasing understanding, independence and awareness of its limitations</li> <li>– Spells with reasonable accuracy</li> <li>– Attempts to spell unfamiliar words, using a range of strategies, including phonic and visual letter patterns, syllabification and word origin</li> </ul>									
<b>Legibility</b>	<ul style="list-style-type: none"> <li>– Uses a legible handwriting style or a computer font appropriate to the audience and purpose</li> </ul>									